he lectures on professional instructional techniques and on intelligence subjects; he teaches statistics; and he supervises, reviews, and critiques the research projects assigned to the attache course. In addition, he arranges for Agency participation in lectures and instruction. In CY 1966, 141 Agency speakers gave 440 presentations at the School. In our opinion, the assignment is useful to both the School and the Agency.

Training Objectives and Coordination

25. Thus far in this section we have discussed matters relating to organization, personnel, and management of OTR as an Agency component. There are other key questions relevant to the training effort which could affect OTR in both organizational structure and modus operandi. OTR is a service office, and, in theory at least, all training it provides the Agency is in response to identified requirements of the Agency as a whole or of individual components. Key questions are whom to teach, what to teach, and how to teach. The selection of whom to teach is essentially a function of top Agency management and of the individual operating components. The how-to-teach question has been getting considerable attention in OTR and, most recently, in the Instructional Systems Survey. The what-to-teach question, while constantly being answered piecemeal and at varying levels, has not had the same comprehensive over-all attention.

26. OTR personnel commented to us on the need to improve coordination of the training effort. They made allegations about inadequate feedback after the training of personnel was completed. Training officers at the Domestic Training Station and in headquarters told us that management was overly concerned with administration at the expense of planning, teaching procedures, and substance of courses, and that there was no mechanism for instructors to make known their ideas on training. These comments were made in a constructive tone and included suggestions for improvement, many of them focusing on the present lack of a "training coordinator" or "academic dean."

- 8 -

27. These comments were similar to ones expressed by instructors during the IG Survey of the CT Program and to a considerable extent paralleled findings of the Instructional Systems Study Group (ISSG). The report of the ISSG stated that "a significant problem noted was the apparent lack of coordination, and to a lesser extent cooperation, between various segments of OTR," and that "more interaction needs to be considered." The ISSG suggested that consideration be given to the appointment of an academic dean. We agree.

28. We found that a number of instructor personnel themselves favor the appointment of an academic dean. Their concept of the duties of such a figure varied considerably. Some would have him virtually usurp the duties of the Director of Training. This we consider unreasonable. Some recognized that senior OTR officials are of necessity heavily involved with management problems not directly related to instruction, and noted that this at times left no central figure concentrating on purely instructional matters; they saw this academic dean as an instructional coordinator responsible for over-all quality of instruction.

29. The Director of Training has designated the present Deputy Chief of the Career Training Staff to be coordinator of the training programs for Career Trainees. It is too early to assess the effects of this action, but we are inclined to believe the Director of Training could fruitfully appoint a coordinator for all training programs. As we see it, and as various instructors have suggested to us, the duties of this coordinator would be to (a) chair academic staff meetings of the various School Chiefs; (b) eliminate unnecessary duplication in training programs; (c) assure communication between the schools on substance and on teaching methods; (d) improve the scheduling of courses and training; (e) assure timely exploitation in all schools of advances developed in one; and (f) be responsible in general for the quality of instruction in the various schools. The duties could also extend to helping Agency components determine their training requirements, ensuring the clear definition of all course objectives, and developing procedures for post-training evaluations of the training effort.

SECRET

30. We hesitate to make specific recommendations on where this coordinator should be assigned. Our impression is that he could best ease the burden on management if he were a special assistant directly responsible to the Director of Training.

It is recommended that: No. 4

The Deputy Director for Support instruct the Director of Training to consider the appointment of an instructional coordinator in OTR.

31. The appointment of an instructional coordinator would by no means solve the entire what-to-teach question. The answer to that question also rests with OTR's "customers," the various operating components of the Agency. We quote from the ISSG report:

> The lack of adequate course objectives within OTR is the single most critical problem in training. Course objectives do not exist for OTR courses because DDI, DDS&T, DDS, and DDP have not developed the desired objectives.
>
> Failure to establish and maintain course objectives for training courses significantly affects the efficient use of OTR's instructional staff. This lack of objectives also increases the possibility that courses, or portions thereof, currently being taught by OTR do not in fact reflect the current needs of the Agency (consumer).
>
> In reviewing the course curricula within OTR it is evident that the Agency components have not established clear (if any) objectives for OTR to teach. As a consequence the OTR staff has had to establish what it considered to be proper course "objectives" based upon

- 10 -

SECRET

SECRET

incomplete data, hearsay, negative inputs,
etc., as opposed to clear directives
from the Agency components....

While it is understood that it is difficult
for the various Agency components to
devote adequate time to develop training
objectives, it must be recognized that
this requirement is mandatory if OTR is
to operate efficiently and effectively while
fulfilling the Agency needs for properly
trained personnel.

32.   To counter the deficiency in training objectives,
the ISSG report recommended the establishment of a high-level
Training Objectives Staff (or a Training Requirements Staff)
which would report to the Executive Director-Comptroller
and which would include representatives of the four directorates.
The functions of this body would be to determine what should
be taught within the Agency and what courses should be sought
externally, as well as what follow-up procedures should be
established to determine the effectiveness of training as
measured by post-training performance.

33.   The ISSG comments on the lack of adequate training
objectives paralleled some of our findings. In some cases,
notably the Support School's course for Career Trainees
entering the Support Services, the objectives are clearly
spelled out and training is meeting the objectives. Nonetheless,
we found it a frequent theme of instructor personnel that,
despite the present level of consultation with individual com-
ponents of the Agency, there is insufficient knowledge as to
what the directorates want in the way of training for their per-
sonnel. We believe that the appointment of an instructional
coordinator, whose duties would include ascertaining training
objectives from the directorates, would do much to improve
this situation, but an Agency-wide training committee is also
needed to remind the operating components of the need to
provide adequate training objectives.

- 11 -

SECRET

CONFIDENTIAL

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34. There is at present no Agency-wide training committee or staff looking at the Agency training effort in toto. There are two Agency bodies with limited responsibilities in the training field on an Agency-wide basis. The Committee for Language Development, chaired by the Deputy Director of Training and including representatives of each of the directorates, is charged with reviewing and recommending policies and procedures for the Language Development Program. The Training Selection Board, chaired by the Director of Training, who represents the Executive Director-Comptroller, is charged with monitoring the Midcareer Training Program and evaluating non-Agency training opportunities.

35. Aside from the functions mentioned in the ISSG report, we suggest that the Agency training committee, if established, be responsible for the periodic reviews required by Public Law and Executive Order. It should look at all Agency training, not just that given or administered by the Office of Training, and should be responsible for the proper setting of training objectives. Members of this body may not themselves have time to get intimately involved in the content of low-level skills courses, but they could set up such subcommittees as they felt necessary.

36. We do not believe a vast new bureaucratic structure need be erected. The Training Selection Board consists of senior members from each of the major components of the Agency. This Board, with its responsibilities broadened, could function as an Agency training committee overseeing the Agency's training efforts as a whole.

<u>It is recommended that:</u>   No. 5

> The Deputy Director for Support, in coordination with the Deputy Directors for Intelligence, Plans, and Science and Technology, propose to the Executive Director-Comptroller that the Training Selection Board be redesignated as the <u>Agency Training Committee</u> and that its responsibilities be broadened as necessary to enable it to function in that capacity.

- 12 -

CONFIDENTIAL

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ORIGINAL DOCUMENT MISSING PAGE(S):

P 1-8 ?

ROUTING AND RECORD SHEET

SUBJECT: (Optional)

IG's Survey of OTR

FROM:		EXTENSION	NO.
C/PPS/OTR			
			DATE 13 December 1967

TO: (Officer designation, room number, and building)	DATE RECEIVED	DATE FORWARDED	OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
1. R/TR				Per instructions from the DTR please comment on the attached recommendations by 22 December -- the same deadline as yesterday's memo.
2.				Please do not discuss the IG Survey outside of OTR.
3.				
4.				
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